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ABSTRACT

The development of a pre-vocational exploratory program by a junior high school faculty is reported. In an attempt to integrate the academic and pre-vocational exploratory subjects, all pupils are required to take a vocational course as part of their normal load. The primary goal of the program is to develop an awareness of the many careers and career opportunities that are available to pupils who will prepare themselves for these careers through appropriate educational and skill training programs. The faculty also developed a progress report that uses, instead of letter grades, a combination of written statements about the pupil's work in the area and a checklist on his citizenship and work habits. Pupils are measured in relation to their abilities and effort in class. The problem that a non-graded progress report presents to receiving schools was partially solved by including an explanation of the progress report. (Author/KM)

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NEW SKINS FOR NEW WINE

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Clearwater Comprehensive
Junior High School
1220 E. Palmetto Street
Clearwater, Florida 33515

An Inspiration...

On July 15, 1968, the 33 member CCJHS founding faculty assembled together to hear an address by their superintendent on the goals and challenges that they would have to meet in establishing a new approach to junior high school education. The thirty-three had never worked together before, they had little or no knowledge of a pre-vocational educational program, they were meeting in borrowed space as their school plant was being renovated, and they knew that they had no students yet.

As Dostoyevsky has said, "taking a new step, uttering a new word is what people fear most." This fear of the new step might have taken hold of the faculty of the new school. However, Dr. Thomas B. Southard, then Superintendent of Pinellas County Schools, in his opening remarks told them, "The only impediment to developing an innovative program will be your creativity." He challenged the faculty to think the unthinkable, to question the assumptions on which conventional programs operate, to participate fully in developing the program for the new school. He also charged the faculty to: first, afford each child an opportunity to develop to his fullest; second, provide broad learning opportunities; third, remove the stigma of non-excellence from pre-vocational education. With the challenge and the charge to develop an innovative program ringing in their ears, the faculty was ready to face in Erich Hoffer's words "the ordeal of change."

...Caused Perspiration...

The faculty developed a school philosophy which has served as the touchstone in developing and implementing the school curriculum. The philosophy is: "The staff and faculty of Clearwater Comprehensive Junior High School believe that the purpose of our school is to promote the maximum development of the individual toward successful personal, social, and economic participation in our dynamic democratic society."

The faculty then brainstormed about a junior high school program for several days. All aspects of the curriculum were examined. They summarized their ideas into two broad categories -- what they liked about the present junior high school program and what they disliked about it. One of the items disliked, almost unanimously by the faculty, was the use of letter grade cards to report pupil progress. A Pupil Evaluation Committee was formed to investigate alternative methods of reporting pupil progress to both parents and pupils.

ABSTRACT
OF

"NEW SKINS FOR NEW WINE"

A paper presented at the Annual Convention of the National Association of Secondary School Principals, Dallas, Texas, February 5, 1973.
PRESENTER: Dr. Robert J. Safransky
Director
CLEARWATER COMPREHENSIVE JUNIOR HIGH SCHOOL
1220 Palmetto Street
Clearwater, Florida 33515

This paper reported on the experiences of one junior high school faculty charged with the responsibility of developing a new program for a new school. The faculty developed a pre-vocational exploratory program that attempts to integrate the academic and pre-vocational exploratory subjects. All pupils are required to take a vocational course as part of their normal load. The major thrust of the school program is to develop an awareness of the many careers and career opportunities that are available to pupils who will prepare themselves for these careers through appropriate educational and skill training programs.

The faculty developed a progress report that uses a combination of written statements about the pupils work in the area plus a checklist on his citizenship and work habits. This progress report does not use letter grades to report pupil achievement. Its intent is to provide a report to parents and pupils that measures the individual pupil's accomplishments. He is to be measured in relation to his abilities and effort in class.

This type of progress report requires more professional thought and care by the teacher in the selection of appropriate descriptions of pupil activity in the class. It also requires a thorough orientation of teachers new to the staff in the rationale for this type of progress report. Also, parents must be informed about this type of progress report. A non-graded progress report presents some problems to receiving schools which we have partially solved by including an explanation of our progress report. They still must make the proper placement of the student.

In conclusion, the best progress report form for a school can only be developed by the faculty of the school. They must want a better approach to reporting pupil progress.

The Pupil Evaluation Committee suggested, and the faculty agreed, that certain constraints would be observed in developing the pupil progress report form. These constraints were: first, the progress report must be consonant with the school philosophy; second, it must report pupil progress in the affective as well as the cognitive domain.

The Committee proposed a progress report that more accurately reported individual pupil progress than the conventional letter grade report card. However, the first form was modified because it required such a great amount of time to explain to parents and students. (See Appendix for samples of the various forms.)

...that resulted in a creation!

The faculty has developed and used five progress report forms in the past five years. Forms one, two, and three were used the first three years; forms four and five were used in the past two years.

The present pupil progress form (#5) represents almost five years' experience in reporting pupil progress without using letter grades. It has been accepted by both parents and pupils as a more meaningful method of reporting pupil progress.

CONCLUSION!

Ralph Waldo Emerson observed that, "Nothing great was ever achieved without enthusiasm!" We believe that we have achieved something great for our pupils by developing a progress report that is part and parcel of an innovative approach to junior high school education. We enthusiastically encourage everyone to develop their own non-letter grade progress report. It is an exciting and worthwhile effort to improve your program.

★

Our Experiences...

** This new type of progress report requires more professional thought and care by the teacher in selecting appropriate descriptions of pupil activity for the new progress report than the conventional letter grade card. It also requires a thorough orientation of teachers new to the staff in the rationale for this new type of progress report.

** Each year the school must explain to the new parents and their children why they receive this type of progress report. We have had excellent acceptance of this progress report once parents and pupils understood its purposes.

** Our progress report does present some problems to receiving schools relative to the proper placement of pupils. However, we found a partial solution to this problem by working closely with the high school counselors during spring pre-registration, thus insuring that our pupils are properly placed.

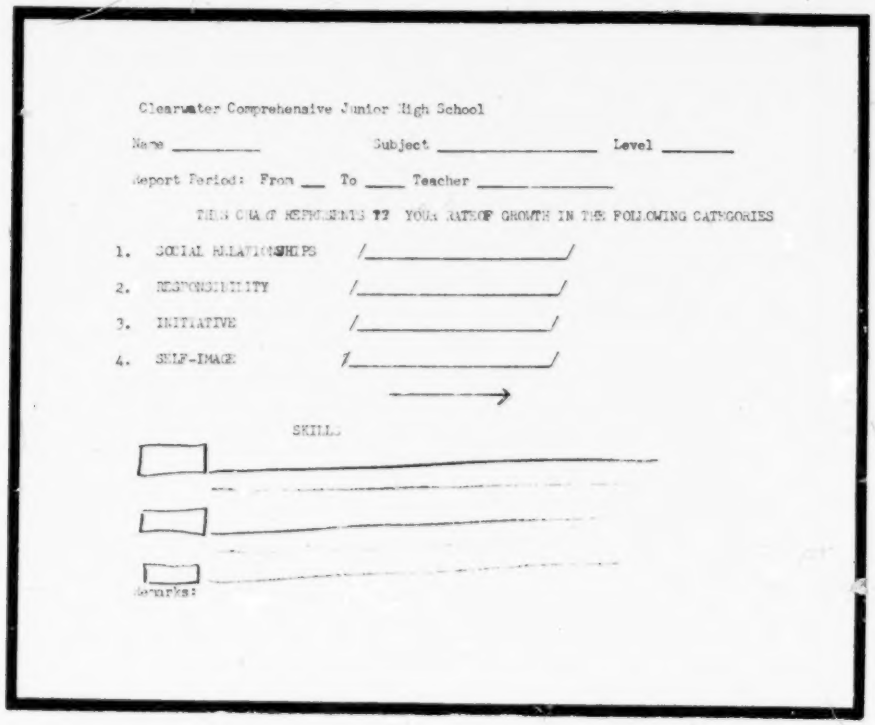
** A year ago we began placing letter grades on the progress reports of ninth grade students in the second semester in addition to completing the narrative portion of the form. This was done at the request of parents, pupils, and teachers to prepare students for the transition to letter grading in high school.

Our Suggestions

** Any school or school system seeking to implement a non-letter grade report form must have the backing and support of the superintendent and school board. Community support must also be obtained.

** The best progress report form for your school can only be developed by your faculty. They must want a better approach to reporting pupil progress. The progress report should be an actualization of the school philosophy and not be imposed by administrative fiat so that the school will be <u>au courant</u>.

Their first effort looked like this:



Clearwater Comprehensive Junior High School

Name _____ Subject _____ Level _____

Report Period: From ___ To ____ Teacher _____

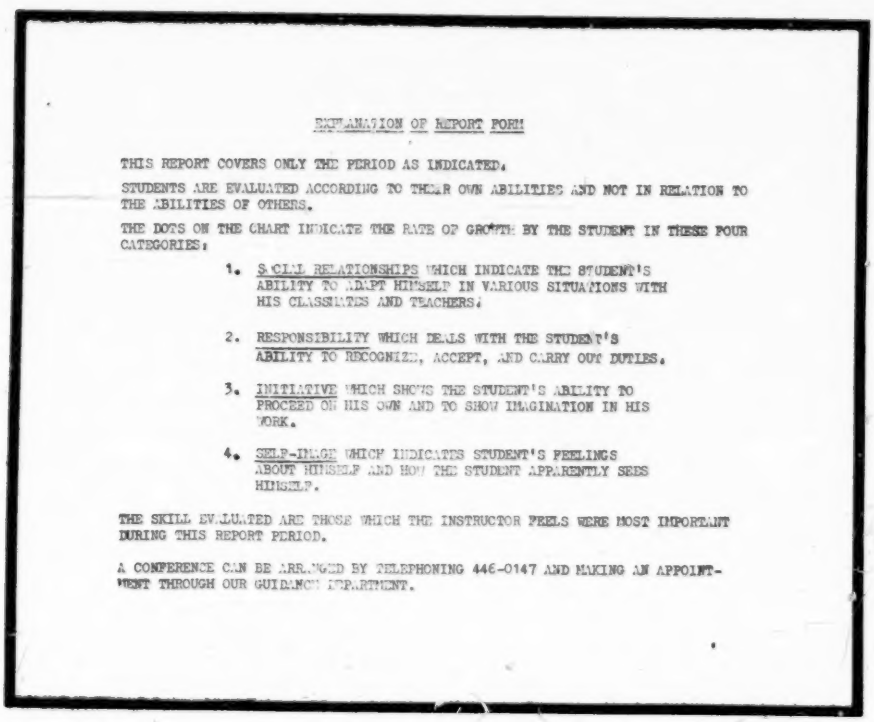
THIS CHART REPRESENTS TO YOU A RATE OF GROWTH IN THE FOLLOWING CATEGORIES

1. SOCIAL RELATIONSHIPS /_____/
2. RESPONSIBILITY /_____/
3. INITIATIVE /_____/
4. SELF-IMAGE /_____/

SKILL

Remarks:

This explanation accompanied the progress report for the first year!



EXPLANATION OF REPORT FORM

THIS REPORT COVERS ONLY THE PERIOD AS INDICATED.

STUDENTS ARE EVALUATED ACCORDING TO THEIR OWN ABILITIES AND NOT IN RELATION TO THE ABILITIES OF OTHERS.

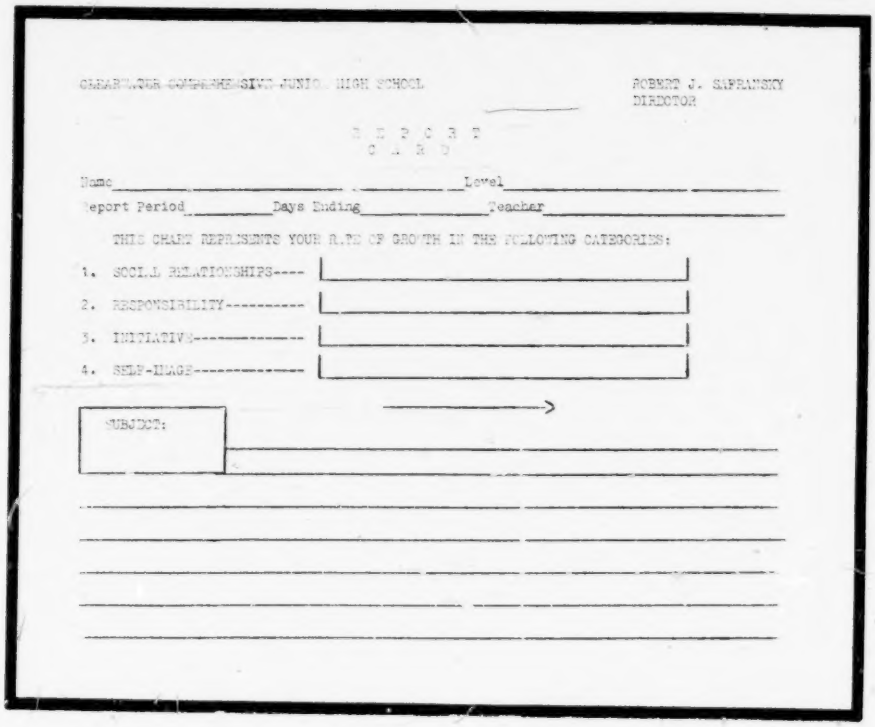
THE DOTS ON THE CHART INDICATE THE RATE OF GROWTH BY THE STUDENT IN THESE FOUR CATEGORIES:

1. SOCIAL RELATIONSHIPS WHICH INDICATE THE STUDENT'S ABILITY TO ADAPT HIMSELF IN VARIOUS SITUATIONS WITH HIS CLASSMATES AND TEACHERS.
2. RESPONSIBILITY WHICH DEALS WITH THE STUDENT'S ABILITY TO RECOGNIZE, ACCEPT, AND CARRY OUT DUTIES.
3. INITIATIVE WHICH SHOWS THE STUDENT'S ABILITY TO PROCEED ON HIS OWN AND TO SHOW IMAGINATION IN HIS WORK.
4. SELF-IMAGE WHICH INDICATES STUDENT'S FEELINGS ABOUT HIMSELF AND HOW THE STUDENT APPARENTLY SEES HIMSELF.

THE SKILL EVALUATED ARE THOSE WHICH THE INSTRUCTOR FEELS WERE MOST IMPORTANT DURING THIS REPORT PERIOD.

A CONFERENCE CAN BE ARRANGED BY TELEPHONING 446-0147 AND MAKING AN APPOINTMENT THROUGH OUR GUIDANCE DEPARTMENT.

The second try.....



CLEARWATER COMPREHENSIVE JUNIOR HIGH SCHOOL

ROBERT J. SAFRANSKY
DIRECTOR

REPORT CARD

Name _____ Level _____

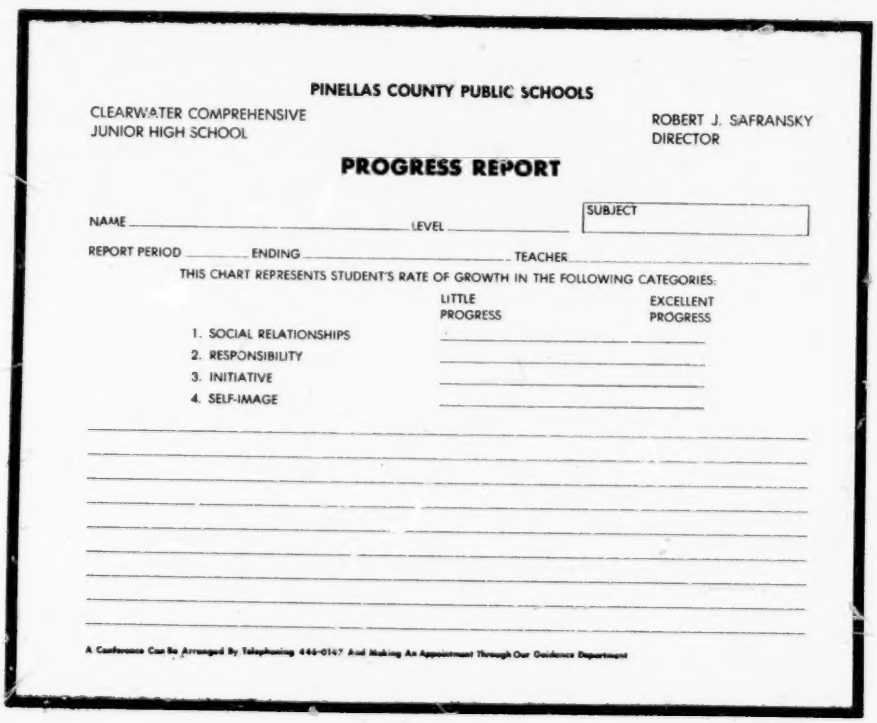
Report Period _____ Days Ending _____ Teacher _____

THIS CHART REPRESENTS YOUR RATE OF GROWTH IN THE FOLLOWING CATEGORIES:

1. SOCIAL RELATIONSHIPS----
2. RESPONSIBILITY----------
3. INITIATIVE----------
4. SELF-IMAGE----------

SUBJECT:

The third try....



PINELLAS COUNTY PUBLIC SCHOOLS

CLEARWATER COMPREHENSIVE
JUNIOR HIGH SCHOOL

ROBERT J. SAFRANSKY
DIRECTOR

PROGRESS REPORT

NAME _____ LEVEL _____ SUBJECT

REPORT PERIOD _____ ENDING _____ TEACHER _____

THIS CHART REPRESENTS STUDENT'S RATE OF GROWTH IN THE FOLLOWING CATEGORIES:

	LITTLE PROGRESS	EXCELLENT PROGRESS
1. SOCIAL RELATIONSHIPS		
2. RESPONSIBILITY		
3. INITIATIVE		
4. SELF-IMAGE		

A Conference Can Be Arranged By Telephoning 446-0147 And Making An Appointment Through Our Guidance Department

The fourth try....

PINELLAS COUNTY PUBLIC SCHOOLS

CLEARWATER COMPREHENSIVE
JUNIOR HIGH SCHOOL

ROBERT J. SAFRANSKY
DIRECTOR

PROGRESS REPORT

NAME_____ LEVEL_____

REPORT PERIOD_____ ENDING_____

CODE
1-Very Good
2-Satisfactory
3-Should Improve

CITIZENSHIP/WORK HABITS

	1	2	3
Listens attentively			
Follows directions			
Completes assignments promptly			
Practices self-discipline			
Works independently			
Works well in group activities			
Makes good use of his time			
Respects personal and other property			
Is thoughtful and considerate of others			
Respects authority			

SUBJECT:

TEACHER:

A Conference Can Be Arranged By Telephoning 446-0147 And Making An Appointment Through Our Guidance Department

The fifth try....

Pinellas County Public Schools

PROGRESS REPORT

NAME_____ LEVEL_____ ABSENT_____

TEACHER_____ SUBJECT_____ TARDY_____

UNIT	ACHIEVEMENT	EFFORT

CITIZENSHIP/WORK HABITS

	VERY GOOD	SATIS.	SHOULD IMPROVE
Listens attentively			
Follows directions			
Completes assignments promptly			
Practices self-discipline			
Works independently			
Works well in group activities			
Makes good use of his time			
Respects personal and other property			
Is thoughtful and considerate of others			
Respects authority			

HOME ROOM TEACHER_____

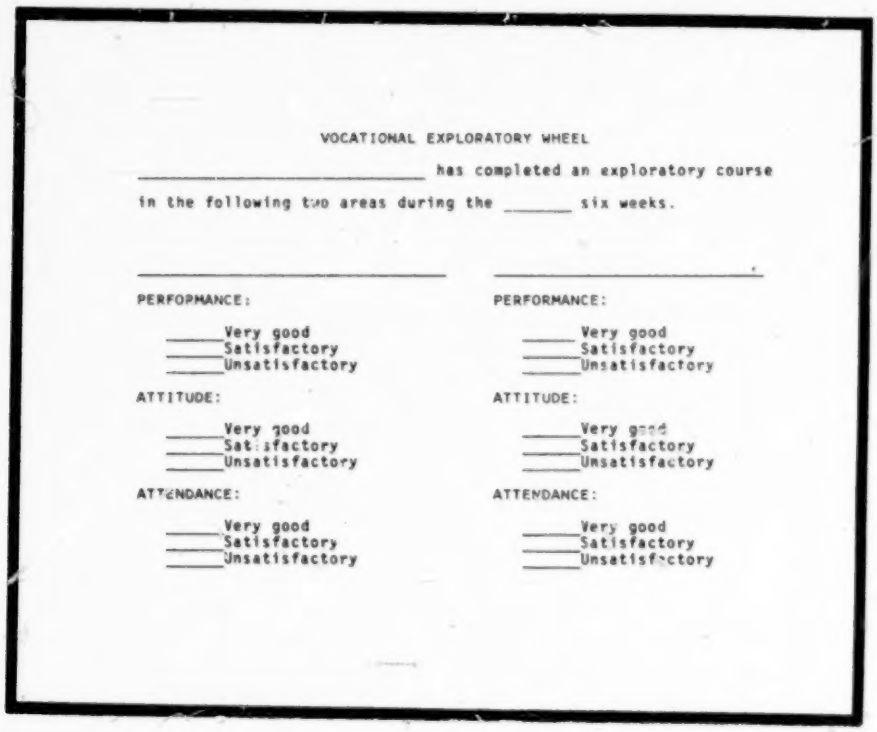
REPORT PERIOD_____

CLEARWATER COMPREHENSIVE
JUNIOR HIGH SCHOOL

ROBERT J. SAFRANSKY
DIRECTOR

A Conference Can Be Arranged By Telephoning 446-0147 --
And Making An Appointment Through Our Guidance Department!

This is a special form used to report student progress in the 7th grade exploratory vocational wheel courses. The student is graded by two different teachers on this card.



VOCATIONAL EXPLORATORY WHEEL

_____ has completed an exploratory course in the following two areas during the _____ six weeks.

_____

PERFORMANCE:

_____Very good
_____Satisfactory
_____Unsatisfactory

ATTITUDE:

_____Very good
_____Satisfactory
_____Unsatisfactory

ATTENDANCE:

_____Very good
_____Satisfactory
_____Unsatisfactory

_____

PERFORMANCE:

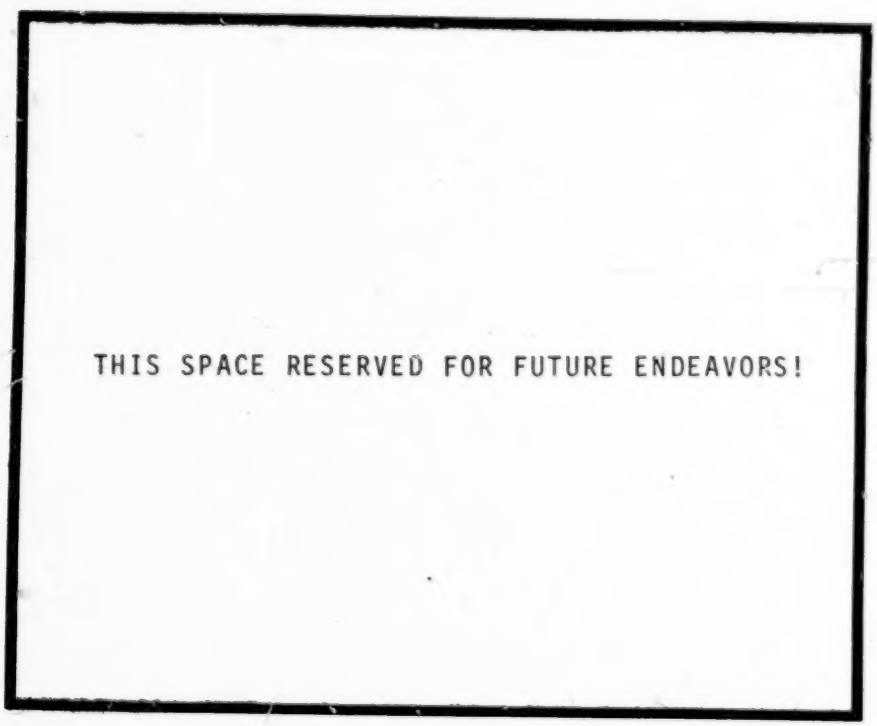
_____Very good
_____Satisfactory
_____Unsatisfactory

ATTITUDE:

_____Very good
_____Satisfactory
_____Unsatisfactory

ATTENDANCE:

_____Very good
_____Satisfactory
_____Unsatisfactory



THIS SPACE RESERVED FOR FUTURE ENDEAVORS!

SAMPLES OF COMPLETED PROGRESS REPORTS--

Exampie A -- Student doing good work

Pinellas County Public Schools

PROGRESS REPORT

NAME SMITH, SCOTT LEVEL 8 ABSENT 2

TEACHER R. Wilson SUBJECT U.S. History TARDY 0

UNIT	ACHIEVEMENT	EFFORT
American Revolution	Very good	Very good

Scott continues to show good results from his diligent approach to his social studies. ~~His written workbook assignments have been accurately done and submitted to me on time.~~ He turned in an extra report accomplished on his own time which was of good quality. Scott enjoys our class discussions and volunteers well thought-out personal opinions. He reads well and should be encouraged to do supplementary reading in our units of study.

CITIZENSHIP/WORK HABITS	VERY GOOD	SATIS.	SHOULD IMPROVE
Listens attentively		x	
Follows directions		x	
Completes assignments promptly		x	
Practices self-discipline		x	
Works independently		x	
Works well in group activities		x	
Makes good use of his time		x	
Respects personal and other property			x
Is thoughtful and considerate of others		x	
Respects authority		x	

HOME ROOM TEACHER R. Rodgers

REPORT PERIOD 4

WHAT I AM IS MORE IMPORTANT THAN WHAT I WANT TO BECOME

A Conference Can Be Arranged By Telephoning 446-0141
And Making An Appointment Through Our Guidance Department!

CLEARWATER COMPREHENSIVE JUNIOR HIGH SCHOOL

ROBERT J. SAFRANSKY
DIRECTOR

Example B -- Student needs to improve

Pinellas County Public Schools

PROGRESS REPORT

NAME DOE, RALPH LEVEL 8 ABSENT 9

TEACHER R. Wilson SUBJECT U.S. History TARDY 2

UNIT	ACHIEVEMENT	EFFORT
American Revolution	Fair	Weak

Ralph has the capabilities to be a satisfactory social studies student; however, his irregular attendance makes it difficult to maintain interest and continuity in our study. He has been lethargic in class and has fallen behind in his written assignments. Let's encourage him to be more purposeful and to take advantage of the learning opportunities offered by our school. Hopefully, he will be more industrious and energetic which will result in his enjoying successes in the classroom in the new report period.

CITIZENSHIP/WORK HABITS	VERY GOOD	SATIS.	SHOULD IMPROVE
Listens attentively			X
Follows directions			X
Completes assignments promptly			X
Practices self-discipline		X	
Works independently		X	
Works well in group activities			X
Makes good use of his time			X
Respects personal and other property	X		
Is thoughtful and considerate of others		X	
Respects authority		X	

HOME ROOM TEACHER R. Rodgers

REPORT PERIOD 4

CLEARWATER COMPREHENSIVE JUNIOR HIGH SCHOOL

ROBERT J. SAFRANSKY
DIRECTOR

A Conference Can Be Arranged By Telephoning 446-0147 -- And Making An Appointment Through Our Guidance Department!

CAREER EDUCATION
. . . The Comprehensive Way"

Robert J. Safransky
Director
Clearwater Comprehensive Jr. High
1220 Palmetto Street
Clearwater, Florida 33515
A/C 813 - 446-0147

Background

It was apparent to the Pinellas County School System that there was an increasing need to have students become acquainted with the World Of Work at an earlier age; also, an heightened awareness that the traditional college-oriented academic program was "turning off" a large number of students.

In 1968, the Pinellas County School Board approved the establishment of Clearwater Comprehensive Junior High School as a step in meeting the students' needs. Robert J. Safransky was appointed director; a summer workshop was held to develop a comprehensive program for junior high school students.

School Philosophy and Objectives

The summer workshop produced the school philosophy, objectives, the curriculum, and recruited students.

CCJHS PHILOSOPHY

"The staff and faculty of Clearwater Comprehensive Junior High School believe that the purpose of our school is to promote the maximum development of the individual toward successful personal, social, and economic participation in our dynamic democratic society."

CCJHS OBJECTIVES

A. *To reduce the dropout rate in grades 7, 8, and 9 by providing an integrated approach to academic and pre-vocational exploratory studies;*

B. *To provide a new pattern of learning in preparing students for the world of work.*

Program

Curriculum offerings are designed to meet the basic learning needs of junior high school students and at the same time open new vistas not generally experienced in a conventional school. The school has adapted and modified many of the recommendations found in N. H. Frank's SUMMER STUDY OF VOCATIONAL, TECHNICAL EDUCATION OF 1965, Massachusetts Institute of Technology. This study holds that there is no dichotomy between academic and vocational education. It maintains that "there is a need to treat vocational-occupational education as an integral part of the common core of all education." Thus, Clearwater Comprehensive developed a curriculum and schedule that requires ALL students to take academic and pre-vocational courses. No student follows a purely academic or vocational schedule.

The faculty developed a modified form of the flexible modular schedule, (This schedule has been revised and changed each year as we learn from experience). Yet, the basic ingredients remain: modules of approximately thirty minutes in length, combinations of modules in blocks of time for academic areas and vocational areas that require longer class time.

Innovative Features of CCJHS Program

- A willingness of the faculty to try both old and new ideas and try to make them work at the school . Such as---

Faculty & Administration

- Faculty involvement in developing and implementing the program
- Continuous attempts to correlate and relate academic and vocational subject content
- Development and use of Learning Activity Packages (LAP) by individual teachers in academic and vocational areas
- Aggressive seeking of federal grants for equipment and supplies
- Selective use of specialists and consultants
- Various forms of faculty organization including grade group teams which include academic and vocational teachers to solve problems for that grade, groups of students, and individual students
- Two hour block of time each Wednesday morning for faculty (used from 1968-1971) to plan program, staff development activities, etc. Students reported two hours later on Wednesday mornings
- Completion of three (3) extensive self-evaluations and one federal project to evaluate the program
- Intensive Community Public Relations Program

Program

- Establishment of a Learning Laboratory that utilizes the skills of two Specific Learning Disabilities Teachers to identify and treat specific student learning problems
- Progress Report that reports students' achievement without use of letter grades
- Various approaches to individualizing instruction are being used with varying degrees of sophistication by faculty
- Activity Modules (students have to be somewhere but have no formal class assignment - this is used for enrichment activities, free reading, chess and checker playing, student assistants, etc.)
- Weekly activity period involving total school as part of regular schedule, 1970
- Continuous Progress Program for Mathematics Students (1971-72)
- Schoolwide bulletin board themes - for example - "Light Up Your World With....." (subject teachers filled in the blank)
- Library Skills Class for 7th graders taught by librarian (1969)
- Guitar and Piano Classes
- Extensive Use of student artwork to beautify school cafeteria and classrooms
- Intra-mural Program
- No regular assignment of homework

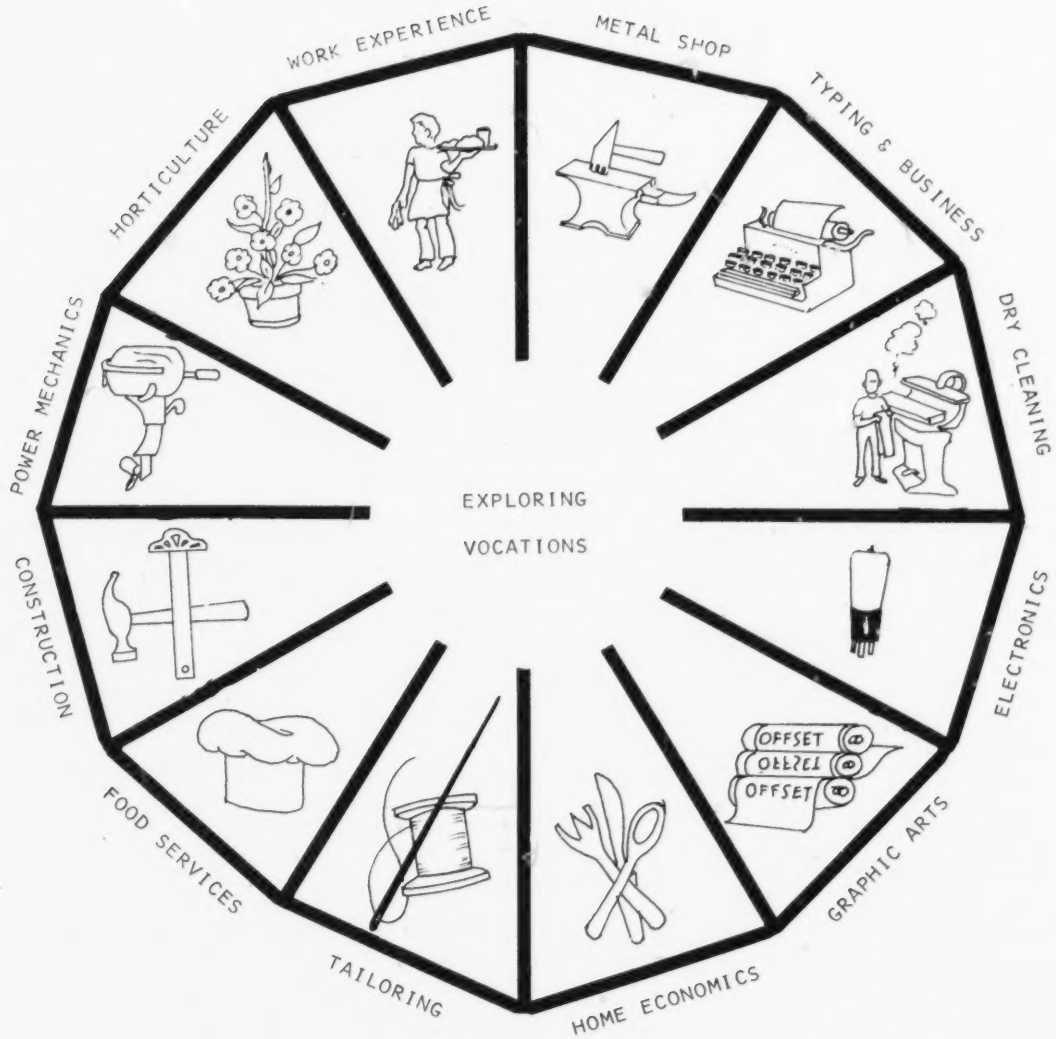
Guidance

- Interview of all prospective students by Guidance Staff
- Group Guidance Classes for 7th graders as part of their regular schedule (1970)
- Group Guidance Classes for all students (1968-on)
- Special Group Guidance classes for 9th grade students that utilizes a junior college psychology class as inter-actors (1971-72)
- Intensive articulation program with feeder elementary schools and receiving high schools. (Guidance counselor (s) visit all feeder schools and all schools in our zone receive the school's monthly newsletter.)

Student Body

The student body comes to the school on a voluntary basis. No student has to come to the school. CCJHS' school zone encompasses eight other junior high school zones. Students from the northern half of the county who feel the program will meet their needs apply for admission.

A faculty screening committee interviews students and parents. If it is felt that the student can benefit from the program and that the school can help him, he is accepted. Approximately 2/3 of the school enrollment is male; racial proportion is approximately 75-80% white to 20-25% black. Approximately 70% of the students are transported to school. The school population has shown steady growth from its inception in 1968 with approximately 275 students enrolled with approximately 440 students enrolled in 1972.



THE 7TH GRADE CAREER EXPLORATION WHEEL

The purpose of the 7th grade vocational wheel is to acquaint students with the world of work by cycling them through the 12 areas that we offer.

The students spend three weeks in each vocational area. These classes try to cover the range of occupations and allied occupations in each area. Also, students receive some "hands on" instruction in the tools and machines in each area.

In Dry Cleaning, for example, the students learn about the different jobs in a dry cleaning plant, namely, counter clerk, spotter, presser, machine operator, and many other jobs in a plant. Horticulture students learn of occupational opportunities in nurseries, garden supply stores, landscape gardening, and the many agri-business specialties. These two examples will suffice to give the overall picture of what each teacher presents in his area.

Faculty members who teach these vocational courses have been or are active in their specialties during school vacations. Almost all of the vocational faculty members have the baccalaureate or graduate degrees in their specialties. The others hold master's licenses in their subject.

Students become acquainted with the many careers available to them, the requirements for jobs which includes education and skill requirements, how to work with others, and, finally, after cycling through these areas they are able to make more intelligent choices on what areas they wish to explore in greater depth at the 8th and 9th grades.

VOCATIONAL OFFERINGS IN THE 8TH AND 9TH GRADES

The exploratory concept is the major concern of the 8th and 9th grade vocational courses at Clearwater Comprehensive Junior High School. Many students who follow a vocational area for these years acquire a considerable amount of operational skill. (This newsletter was produced by the Graphics Students.)

Eighth Grade students choose two vocational areas to study each semester. This will allow them to explore four courses for 18 weeks in each area. Students often cluster courses that support each other - such as automotive and electronics and metal shop, or home economics and food services, tailoring and dry cleaning; typing and graphic arts.

Ninth Grade students study one or two courses for the entire year and concentrate on skill development to a greater degree than in the previous grades. It is hoped that students who build up this interest and competence will further their education in the comprehensive high schools, the Vocational-Technical Institute, and college. There have been some problems in articulating this training and further education in the 10th grade, but they are being worked out through the efforts of this school, central school administration, and the concerned schools.

Academic Opportunities At CCJHS

Academic instruction receives a great deal of attention at Clearwater Comprehensive Junior High School. The word "comprehensive" in the school's name indicates that the school attempts to provide a total pattern of education to its students. Clearwater Comprehensive Junior High School students study the same basic academics such as: English, Mathematics, Science, and Social Studies that are required in a conventional junior high or middle school.

The school philosophy, developed by the faculty, stresses taking the student from where he is and moving him forward to the best of his capabilities. A modified form of flexible scheduling, activity periods, smaller classes, individualized attention, group guidance, and a learning lab help the students to achieve academically.

An initial generous budget permitted the school to acquire overhead projectors for almost every classroom; the school also purchased a large number of other audio-visual devices including a video-tape recorder.

Finally, an additional effort is made by the vocational teachers to show the student how academic competence is needed to succeed in today's technological vocations.

SPECIAL FEATURES OF CCJHS

Students at Clearwater "Comp" have opportunities in the field of fine arts and other enrichment areas. The physical education program features an excellent intramural program that offers opportunities for students to develop skills in the life-time sports. A comprehensive guidance program with regularly scheduled group guidance classes and emphasis on ease of seeing a counselor is provided by three guidance counselors.

The Fine Arts Department offers students the opportunities to participate in the marching band, the chorus, and the arts and crafts courses. Students interested in learning the piano and guitar are scheduled into small classes in these areas. The Art courses provide means for student expression in almost all mediums. Students may specialize in one area or medium through special arrangement with the teacher.

A Learning Laboratory equipped with $12,000 worth of equipment provided through a special Federal Grant provides opportunities for students who want experiences or need help in specific academic areas. The school is presently working on a project proposal to provide computer assisted instruction machines and materials for the Lab.

Various clubs and interest activities are co-ordinated through a working Student Council. Student clubs cover a wide range of interest such as chess through a radio club. The students also periodically publish a school newspaper.

MOST OFTEN ASKED QUESTIONS ABOUT C C J H S

1. Who comes to Clearwater Comprehensive Junior High School?
   Students who wish to explore career opportunities in the 12 different vocational areas, and to receive individual attention.

2. Are there any entrance requirements?
   Yes. Students must have the potential to graduate from high school and must be accepted by the school.

3. Is Clearwater Comprehensive operated by the Pinellas County School Board?
   Yes.

4. What type of students attend Clearwater Comprehensive Junior High?
   We have all types of students...

5. Is bus transportation provided?
   Yes. Bus transportation is provided students who live 2 or more miles from school and north of Walsingham Road.

6. Is Clearwater Comprehensive Junior High a zoned school?
   Not at the present time. Students who live north of Walsingham Road are eligible to attend.

7. Can a student transfer from Clearwater Comprehensive Junior High School?
   Yes. We hope that he will leave at the end of the 9th grade to continue his education.

8. Why do you talk about vocations so much?
   All of us must work. Our program provides students opportunities to see what types of work are available and what skills and education are needed to qualify for these jobs.

9. Will my child be able to "make it" in high school?
   Our follow-up studies show that it depends on your child. Students who have attended Clearwater Comprehensive Junior High have regularly made the honor roll in high school and some few are failing their courses. We believe that students who take advantage of their opportunities while here will also take advantage of their opportunities in high school.

10. Are there any benefits to the student from taking these vocational subjects?
    Yes. There are too many to list but the major ones are listed below:
    1) An opportunity to learn from and work with experts
    2) Development of skills that they can use all through their lives
       -We are living in a technological society and our students are learning about the various technologies
    3) An opportunity to really explore various areas so that they can make intelligent choices of high school programs. How many times have you read or heard that a student should start planning his program in 10th grade? How can he decide what to take unless he has some knowledge of the area?

11. Do any of the faculty members send their children to the school?
    Yes. Each year a number of sons and daughters of faculty members attend the school. Why? Because the faculty believes that their children can receive an excellent education at our school.

Pinellas County Public Schools

PROGRESS REPORT

NAME_____ LEVEL_____ ABSENT_____

TEACHER_____ SUBJECT_____ TARDY_____

UNIT	ACHIEVEMENT	EFFORT

_____

_____

_____

CITIZENSHIP/WORK HABITS	VERY GOOD	SATIS.	SHOULD IMPROVE
Listens attentively			
Follows directions			
Completes assignments promptly			
Practices self-discipline			
Works independently			
Works well in group activities			
Makes good use of his time			
Respects personal and other property			
Is thoughtful and considerate of others			
Respects authority			

HOME ROOM TEACHER_____

REPORT PERIOD_____

CLEARWATER COMPREHENSIVE JUNIOR HIGH SCHOOL

ROBERT J. SAFRANSKY
DIRECTOR

A Conference Can Be Arranged By Telephoning 446-0147 --
And Making An Appointment Through Our Guidance Department!

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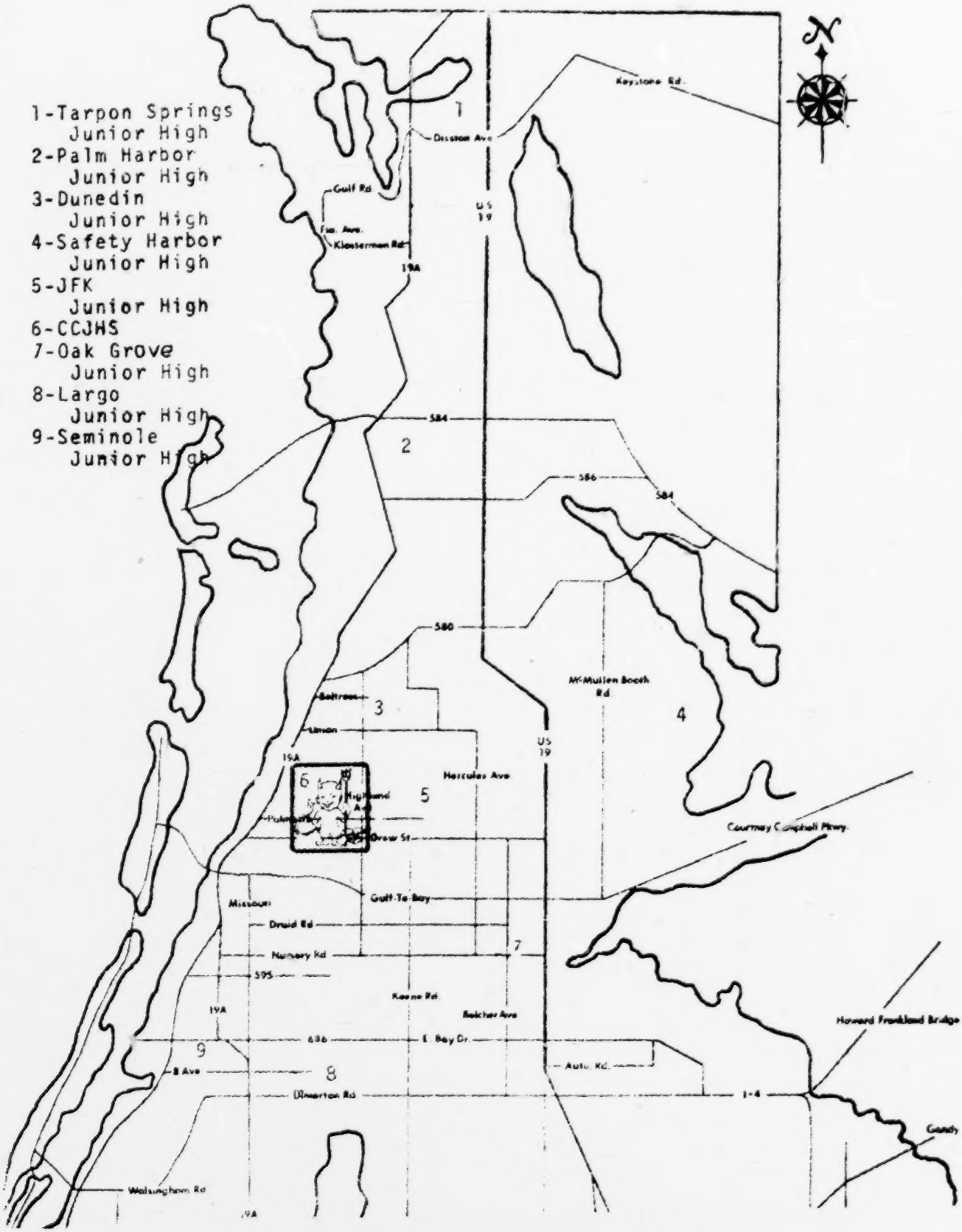

Students attending CCJHS are from an area which extends 15 miles to the North, 7 miles to the South, 2.5 miles to the West, and 5.5 miles to the East.